

Murray State University
Course Syllabus

Revised Fall 2013

DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

COURSE PREFIX: ADM COURSE NUMBER: 677 CREDIT HOURS: 3

I. TITLE: Crisis Management in Educational Settings

II. COURSE DESCRIPTION AND PREEQUISITES(S):

The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting (field hours required).

Prerequisites(s): none

III. COURSE OBJECTIVES:

The student is expected to integrate the knowledge, dispositions and performances of the Kentucky Safe Educators Standards, Experienced Teacher Standards, and the Interstate School Leader Licensure Consortium Standards for Administrators. Following each objective, enclosed in parentheses, are numbers which reference the standards paralleling that specific objective. As a result of participation in ADM 677, the student will acquire the skills to:

- A. Assist in the development of an emergency management plan that includes preparation, response, recovery, and communication. Kentucky Safety Educator Standards (4.1); Experienced Teacher Standards (1.7, 1.8, 4.9, 7.3, 8.1); ISLLC Standards (III)
- B. Establish a trained multidisciplinary crisis response team based on a nationally accepted model (Critical Incident Stress Debriefing (CISD), National Organization for Victim Assistance (NOVA), or Red Cross) to develop an emergency/crisis response kit/box for each building, conduct school crisis drills, and plan for post-intervention activities. Kentucky Safety Educator Standards (4.2); Experienced Teacher Standards (1.1, 1.9, 8.3, 8.4, 8.5, 9.1, 9.4); ISLLC Standards (III)
- C. Establish a trained mental health team to deliver psychological first-aid services following a crisis. Kentucky Safety Educator Standards (4.3); Experienced Teacher Standards (1.7); ISLLC Standards (III)
- D. Facilitate the training of school personnel, students, and community members in crisis prevention, response, and recovery. Kentucky Safety Educator Standards (4.4); Experienced Teacher Standards (9.1, 9.4); ISLLC Standards (II)

- E. Access a network of community, state, and national crisis responders as necessary. Kentucky Safety Educator Standards (4.5); Experienced Teacher Standards (1.1, 1.9, 8.5); ISLLC Standards (IV)
- F. Assist in crisis response assessment. Kentucky Safety Educator Standards (4.6); Experienced Teacher Standards (1.7, 6.1); ISLLC Standards (II)
- G. Provide information to media and other appropriate audiences following a crisis response. Kentucky Safety Educator Standards (4.7); Experienced Teacher Standards (1.4); ISLLC Standards (II)
- H. Report data on school discipline practices related to: Ethnicity, Gender, Limited English Proficiency, Migrant Program, Poverty, and disability. Kentucky Safety Educator Standards (3.3); Experienced Teacher Standards (6.5,6.6); ISLLC Standards (III)
- I. Use appropriate school safety data in developing and implementing the school safety plan, including needs assessment, selection of research-based strategies, and program evaluation. Kentucky Safety Educator Standards (3.4); Experienced Teacher Standards (1.7, 1.8, 4.9, 7.3, 8.1); ISLLC Standards (III)

The graduate student is prepared through coursework with reflection to integrate this ongoing preparation into personal and professional leadership positions and/or activities. The themes of diversity, assessment, and closing the gap are explored through research on and consideration of the community, district and school, in the development of activities and policies that promote a safe school environment.

IV. CONTENT OUTLINE:

- A. Emergency Management Plans
- B. Trained Multidisciplinary Crisis Response Teams
- C. Trauma kits, Trauma Drills, and Planning for Post-Intervention Activities
- D. Mental Health Teams
- E. Professional Development for School Personnel
- F. Crisis Responders (community, state and national)
- G. Crisis Response Assessment
- H. Crisis Communications (media, community, school, etc...)
- I. Current Safety Issues, Research, Laws, and Regulations Relating to Crisis Response
- J. School Safety and Discipline Data
- K. Disaggregation of Safety Data Incorporated into School Safety Plans

V. INSTRUCTIONAL ACTIVITIES:

A. Student Activities:

Instructional activities are to be specified by the instructor.

Sample: Activities will include creating a school safety portfolio which will include a student developed emergency management plan, an organized list of a school level crisis team with responsibilities for each team member, develop a list of contents for a school trauma kit, simulate a trauma drill, research the roles of both area and national crisis responders, devise a crisis communications plan and write press releases for a crisis situation, assess school safety data and desegregate this data for use in a school safety plan, research current school safety issues, laws, and regulations.

B. Instructor Activities:

Instructional activities led by the instructor will include but not be limited to the following: Lecture, videocassettes, simulations, guest speakers, Internet research, discussions and facilitation of small group activities.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

A minimum of fifteen hours field experience.

VII. TEXT(S) AND RESOURCES:

Kentucky Center for School Safety. (2008). Emergency Management Resource Guide, revised edition. Murray, KY.

Poland, S., & McCormick, J.S. (2000). Coping with Crisis. Longmont, CA: Sopris West.

U.S. Department of Education, Office of Safe and Drug-Free Schools. (2003). Practical Information on Crisis Planning: A Guide for Schools and Communities, Washington, D.C.

A. Internet

B. School Codes of Conduct

C. Kentucky Department of Education

D. Kentucky Center for School Safety (KCSS) (www.kycss.org)

E. National Clearinghouse for Educational Facilities (NCEF)

F. Kentucky School Board Association (KSBA)

G. National Incident Management System (NIMS)

H. Current educational periodicals

I. MSU Waterfield Library

J. U.S. Department of Justice

K. U.S. Department of Education

VIII. EVALUATION AND GRADING PROCEDURES:

Rubrics for evaluation will be applied to the course assignments. Final grade computation will be made over the total points possible as follows:

A = 92% to 100%

B = 80% to 91%
C = 70% to 79%
E = 0% to 69%

A grade below a C is not accepted in the educational leadership graduate programs. A grade below 70% does not meet MSU graduate program requirements.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY :

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).

2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.

3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost. Refer to the current *Murray State University Graduate Bulletin*.

XI NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).